

## MULTIPLE DISABILITIES

ALIEF MONTESSORI COMMUNITY SCHOOL

101815

Template update May 2020

Legal Framework: MULTIPLE DISABILITIES

[Related Resources](#)

Broad Category: EVALUATION

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### **POLICIES AND PROCEDURES:**

#### **Multidisciplinary Team**

The trained multidisciplinary team (MDT) includes the appropriate members as outlined in the procedures for the suspected disability condition. Unless special circumstances arise, the MDT will consist of professionals who serve the student's campus of instruction. Special circumstances could include positions that are itinerant in nature, the need for a bilingual examiner, or a temporary staff vacancy.

#### **Evaluation Procedures**

Just like all FIEs in this charter school, each multidisciplinary team member determines the degree of evaluation needed in each area. Prior to selecting evaluation instruments, the student's language proficiency is considered (either informally or via formal Language Dominance evaluation). Subsequently, chosen evaluation instruments must not be culturally or racially discriminatory and must be administered in accordance with standardized procedures to prevent inappropriate evaluations for certain cultural groups. A variety of evaluation instruments and strategies are used to gather relevant functional and developmental information about the student, including information provided by the parent. All data is reviewed, interpreted, and compiled into a Full Individual Evaluation (FIE) report.

Each FIE includes consideration of the student's functioning in the following areas: communication, health, motor abilities, emotional/behavioral functioning, sociological status, cognitive and adaptive behavior functioning, academic performance, and need for assistive technology. The degree to which each area is evaluated, formally or informally, will be consistent with the procedures outlined for the suspected disability condition.

#### **Re-Evaluation**

A re-evaluation for a student with eligibility in Multiple Disabilities will include the same professional roles (multidisciplinary team members) that participate in the initial evaluation, with the addition of any other professional that provides services to the student (such as speech-language pathologist or occupational therapy provider). To determine the nature and scope of the re-evaluation, the multidisciplinary team will conduct a review of existing evaluation data and accordingly propose assessment that will assist the ARDc in making decisions regarding the student's placement and programming. District PEIMS and compliance staff verify that each student with multiple disabilities is coded correctly at the time of the annual ARD.

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### STAFF RESPONSIBLE:

**District Level:** Special Education Director, Diagnostician, Speech Language Pathologist, LSSP, Related Service Personnel

**Campus Level:** Administrators, Campus Referral Committee, Campus Special Education Representative, Teachers, Parents

### TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

Legal Framework

Child-Centered Special Education Process

### EVIDENCE OF PRACTICE:

- Forms or checklists used
- Training artifacts (sign-in sheets, agendas, etc.)
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations